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Where Are YOU Going to College

MASSACHUSETTS AGRICULTURAL COLLEGE BULLETIN

AMHERST, MASS.

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MASSACHUSETTS AGRICULTURAL COLLEGE BULLETIN

THE DINING HALL

The Massachusetts Agricultural College:

Offers a four-year course of study leading to the degree of Bachelor of Science.

Is open to men and women who have completed a four years' high school course, and who can satisfactorily meet the entrance requirements.

Is open to unclassified students not candidates for a degree.

Provides a general education, at the same time allowing specialized work in one of seventeen major departments.

Had a registration of 668 students in 1915-1916.

Has one of the most beautiful and attractive campuses of any college in America.

Possesses excellent equipment in the shape of buildings, laboratories, lecture rooms and apparatus.

Comprises over 600 acres in farm, orchards, campus and experimental grounds.

Is recognized in athletics and other intercollegiate activities.

Charges no tuition to residents of the state. Expenses are moderate.

Provides courses of study in twenty-seven teaching departments.

Requires military drill and tactics apart from the prescribed course.

Is not suited to all men, and all men are not fitted for it.

Requires a high grade of scholarship.

Is *not* an agricultural trade school, but a *real* college.

THE CROSS WALK

Why Go to College?

THE statement has been made that the strength of our nation lies in the fact that every boy aspires to rise above the station of his father, and by virtue of our democratic opportunity is able to do so. But boys of college age are not in demand to-day in the industrial world in any position which gives them a *chance to grow*. To be sure they can tend spindles in a cotton mill, they can drive a grocery wagon, they can run an elevator. But these are not steps to advancement. "They are steps on a treadmill, not steps on a ladder. A boy may rise from them, but he cannot rise by them." Yet does it pay to send boys to college? Is the game worth the candle? Can you truthfully assent to that contemptuous notice placed by Horace Greeley in his newspaper office: "No college graduate or other horned cattle need apply"?

"An education is the safest investment; pays the highest interest; is the most readily converted into cash; never depreciates in value; never suffers from taxation; is never in danger from thieves; never ends in a lawsuit; is a gain for all eternity." A college training affords an opportunity, not only for the acquirement of knowledge, but also for the matching of that knowledge against real problems. Definite good

EAST EXPERIMENT STATION

is derived from new adjustments. A college man gets out of himself into the lives of others. The college brings together ideas and actions.

The values of a college training are varied, but enriching. A graduate from the Colorado School of Mines claims he got "a vision of life work instead of a job." Another from the University of Louisiana maintains that he was brought to "a realization that I was worth as much as the average man." A Boston University alumnus makes this statement; "When I entered I regarded it (college education) as a process of instilling facts in a young person's mind; when I graduated I knew this was a very small part, merely a means to an end,—the development of personality." From the University of Georgia comes this confession; "a self unfoldment, a diversity of interests in life, a growth of ideals, of purposes and of judgment; strong convictions and friendships."

True, a great deal may be said against a college education, but this fact remains that, "If a college man has used the opportunities offered by the faculty, he has acquired a wide knowledge of history and a broad view of public affairs. If he has utilized the opportunities offered by his fellow students, he has acquired the democratic spirit, has gotten a grip on public opinion, and has had considerable experience in dealing with a large variety of men. All these things

ON THE RIFLE RANGE

give him an advantage in the race, and statistics show that he is making good use of them."

The Significance of An Agricultural Education

"The powers of the American college to develop individual initiative and leadership have been decidedly enhanced in recent years." The characteristics of college courses are determined by two things; 1st the character of the man to be educated; 2nd by the kind of world in which the man is to live and work. There has arisen a special class of men ambitious for careers in connection with agriculture. The potentialities of agriculture are increasing; the opportunities are greater than ever, and the demand for men to serve in its varied and important fields is beyond the capacity of the agricultural colleges to supply. Hence, the modern agricultural college.

What am I best fitted for? Have you ever satisfactorily answered that question? Isn't it possible that you might find your forte in one of the several agricultural vocations? The Massachusetts Agricultural College furnishes excellent training in nearly all of the agricultural vocations. Do not be possessed with the idea that because a man goes to an agricultural college he is doomed to a life of corn-hoeing, weed-pulling and wood-sawing. The business of

SOCIAL UNION ROOM

farming and its underlying sciences make the agricultural business the greatest industry on earth. Specialists are demanded in every branch. The problems of food production; making the farm "pay"; farm business and management; advantageous buying and selling; economic problems; social and moral problems; engineering problems; educational problems, and the fields of scientific investigation demand brainy, alert and ambitious college men.

Opportunities in agriculture lie along the lines of practical farming, stock raising, dairying, poultry farming and farm management. Then, too, this college training fits men, who do not care for practical farming, for employment in government service, in other agricultural colleges and experiment stations, rural engineering and other agricultural lines.

The opportunities in horticulture are also large. Practical fruit growing, practical floriculture, landscape architecture, forestry and market-gardening offer exceptional opportunities. Teaching, research work and experimentation in these same subjects afford additional openings.

Particularly in the sciences the chance for teachers, research workers and experiment station men is large. Government and state positions as chemists, botanists, entomologists and bacteriologists are open to the well trained man.

It is gradually being realized that the economic and social side of the agricultural business must receive more attention. For men with the

A STUDENT'S ROOM

right bent and training the solution of these problems offers work in a real, practical and vital field.

The new field of rural journalism is beginning to afford promising opportunities for men with literary and editorial abilities. Rural journalism is the application of journalistic principles in getting and suitably presenting material adapted to the non-urban rather than to the urban or metropolitan reader. Developing the literary tastes and molding the opinions of the rural population is a most influential task of country editors.

Opportunities for men to teach in any phase of the work offered in the agricultural college are always plentiful. Men trained for extension service work, for farm bureau positions, and county advisors are in demand. Men with an inclination towards business professions have an ample field for devoting their talent to the application of business principles to agriculture.

The object of the course of study at the Massachusetts Agricultural College is to give a man a good general education, and at the same time allow him to specialize in any of the departments in which a major course is offered. Its graduates hold positions of trust and responsibility as practical farmers, fruit growers and landscape architects; as college presidents, experiment station directors, extension service directors, college professors and instructors; as teachers in colleges and high schools; as government scientists, investigators and experts.

SOUTH COLLEGE DORMITORY

The Money Value of a College Education

"Every farm boy has within his reach a college education. The acquirement of such an education will greatly increase the value of the young man as a citizen, as a business man, as a leader. He may farm successfully without such education, but he will farm more successfully with an education in a college of agriculture than without it.

"Farm boys who are looking forward to work as teachers of agriculture, investigation, county agricultural agents, service in the United States Department of Agriculture, or similar positions must have a good training in a college of agriculture. The demand for well trained men of ability is greater than the supply.

"It is a most serious and fundamental mistake for a young man to regard the time spent in careful preparation and training as wasted time. Money invested in thorough preparation and earnest training will yield a larger income on the investment than a similar sum in land, farm machinery or live stock. All farm management surveys show that the educated farmer has a larger income and a better living. At the Missouri experiment station an investigation of the incomes of 554 farmers showed that the educated farmer's income was 71.4 per cent larger than that of the untrained farmer. Preparedness is a good motto for the farm boy."

THE TROPHY ROOM

"An investigation conducted by the United States Department of Agriculture shows that the labor income of farmers having a college education is $495 per year greater than that of farmers having only a common school education. In 40 years the college education would increase the normal earning power of the farmer by 40 x $495 = $19,800. In other words each of the eight years in high school and college is worth $2475 to the farmer."

"One large State institution gives the average income of the graduates of its agricultural department, five years out, as $2028. Another institution, concerning the salaries of its agricultural graduates, says that those who have been out two to three years receive $1450, four to seven years $1800, eight to fifteen years $2250, sixteen to thirty-seven years $3300."

Requirements for Admission

Students are admitted to the freshman class either upon certificate or upon examination. No *diploma* from the secondary school will be accepted.

The applicant for admission must be at least sixteen years old, and must present to the Registrar proper testimonials of good character.

All application blanks for admission either by examination or certificate may be obtained from the registrar. Blank form for certification are sent to school *principals or superintendents only.*

Certificates will be received from those schools of New England which have been ap-

ON THE FARM

proved by the New England College Entrance Certificate Board.

Credentials of the Board of Regents of the State of New York are accepted.

Fourteen units must be offered for admission. The term unit means the equivalent of at least four recitations a week per school year.

Certificates to be accepted must present at least three of the necessary fourteen credits.

Subjects lacking on examination (except for the permitted number of conditions) must be made up at the time of the examination for admission. Conditions to the amount of two units will be allowed.

Unclassified Students

1. No entrance examinations required, but applicants must furnish certificates showing that they have completed a four years' high school course or its equivalent.

2. No applicant under twenty-one years of age will be admitted as an unclassified student.

3. Every unclassified student must do all the work of the courses elected, and take all examinations therein; must attain a grade of at least 75%; must pass in at least two-thirds of his work or he will be dropped from college.

Note: These regulations are subject to revision.

Why Not Be a Leader?

The term "college man" generally connotes an individual of broad education and thorough training. A college training brings with it responsibility. That responsibility assumes some form of leadership. It is a leadership that comes to the man of advanced knowledge and superior advantages, who sees the needs of his time and his community, and who exerts himself in behalf of those needs. Every college man by virtue of the advantages he is enjoying is expected to be a leader, regardless of what college he attends or what profession he enters or what community he settles in. The fact that people know him to be a college man stamps him as a person who is expected to produce results.

The college man has been accused of being impracticable, that he is a dreamer of dreams and not a doer of deeds, that he has no position in the strenuous competition of life to-day. Yet it is of the college man that things are expected. In all trades and professions of life, in all enterprises of organization, in managerial positions, in public office, and in institutions of public service the trained man is demanded. You should regard your prospective college education as a stepping stone to a dominant leadership.

Why not prepare yourself to assume a command in rural affairs? Rural progress is checked for the lack of trained leaders? The broadening of country life, its growing complexities and rising standards are creating problems beyond the reach of untrained leaders. "Well trained doctors, ministers, teachers, et cetera, have a great chance to-day in the country, because their *training* finds unique appreciation for its very rarity and efficiency; while every profession is foolishly overcrowded in the cities."

A Public Service Institution

The Massachusetts Agricultural College trains men for agricultural vocations and for leadership, not only in their vocational pursuits, but also in other activities of life. To accomplish these ends, the College offers instruction in Agriculture, Horticulture, the Sciences, the Humanities and Rural Social Science. A student is required to take certain prescribed courses designed to insure him a general education; he may then specialize in any one of the following subjects:

Agriculture,	*Pomology*,
Agronomy,	*Economic Botany*,
Animal Husbandry,	*Agricultural Chemistry*,
Dairying,	*Economic Entomology*,
Poultry Husbandry,	*Microbiology*,
Floriculture,	*Rural Journalism*,
Forestry,	*Agricultural Economics*,
Landscape Gardening,	*Agricultural Education*,

Rural Social Science

The Graduate School presents an opportunity for advanced study in many of the subjects enumerated above.

The demand for men trained at the Agricultural College is constantly increasing, and the vocational opportunities offered to these men are attractive.

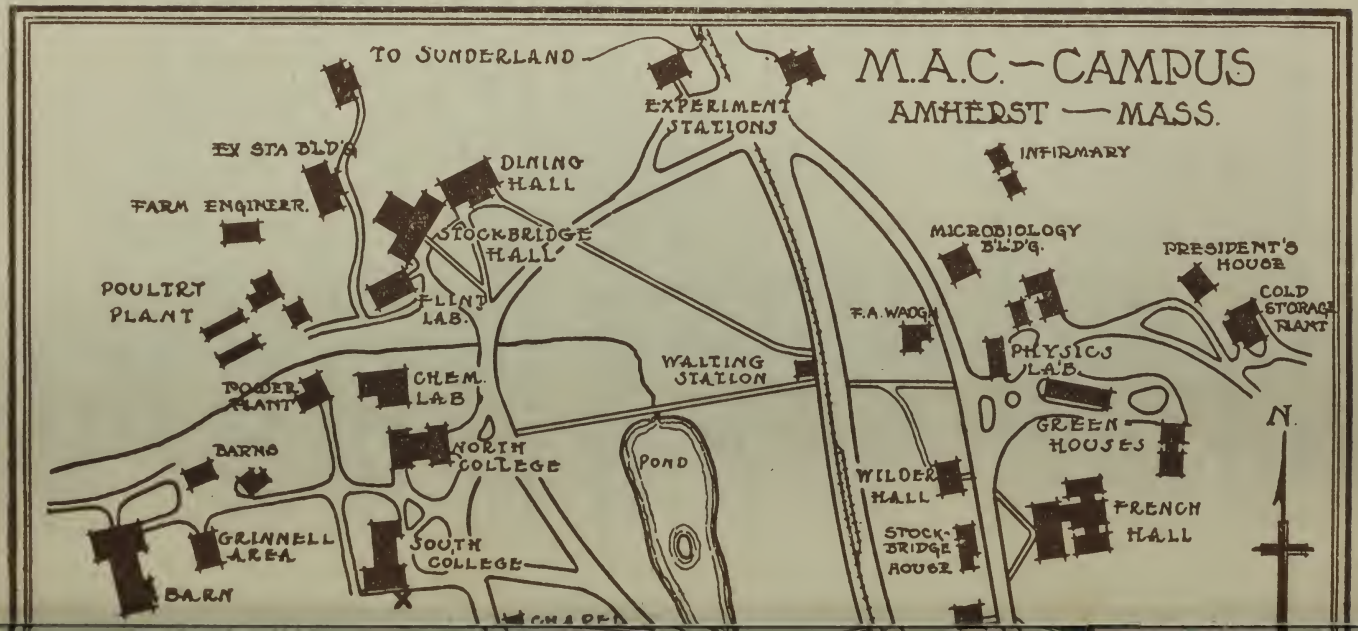
Tuition is free to residents of Massachusetts, and the expenses are moderate. There are opportunities for the more needy students to earn a portion of their expenses.

Are you interested in this institution which trains men for effective service in a field of endeavor not yet overcrowded?

A catalog will be sent on application.

RALPH J. WATTS,
Secretary,
Amherst, Mass.

September, 1916.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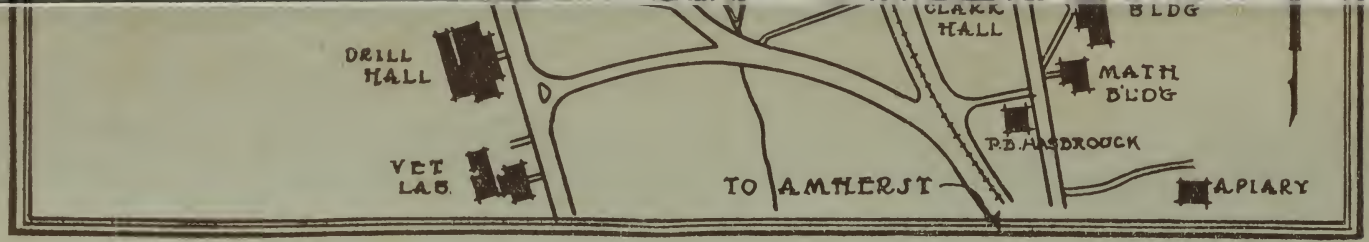

MASSACHUSETTS AGRICULTURAL COLLEGE

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